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ABSTRACT

Articles on improving preservice teacher education, with particular considerations on proposed five-year programs, are featured in this theme issue. In "Fifth Year Teacher Preparation: A Solution in Search Of a Problem," Alan R. Tom weighs the pros and cons of extending teacher preparation for a fifth year, noting the fact that high-quality education is not necessarily assured by extending a program. In his article, Hendrik D. Gideonse makes "A Case for Two-Year, Postbaccalaureate Preparation of Teachers." Descriptions are given in three articles of extended degree programs at Austin College, the University of Florida, and the University of Kansas. The competency-based teacher education program at Bowling Green Sate University is the subject of one article, and the topic addressed in another contribution is the emphasis placed on a liberal arts background at Brown University. Brief descriptions are given of programs at Appalachian State University, Central Washington University, Concordia College, Coppin State College, Kenyon College, the University of Maine at Orono, the University of Massachusetts-Amherst, the University of South Carolina, and the University of Wyoming. (JD)

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Editor: Peggy Ann Brown

Editorial Assistant:
Nancy Musorafite

Contributing Writers:
Elizabeth Brooks, Steve Howard, Harry R. Smith

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Teacher Education

"Schools of education are in danger of becoming academic wastelands," charged a recent television special on elementary and secondary education in the United States. Coupled with the education reports released in the last few years, the special reinforced the bleak image that the general public has of our teachers and schools. As the directors of the programs described in this issue well know, that image is difficult to shatter.

The programs reported here represent a small sampling of the serious attention being given to the preparation of prospective teachers. Many share similar characteristics: outreach to teachers and administrators, renewed interest in liberal education, and more direct integration of theory and practice. All reflect concern over the charges that teacher education is not working.

A primary focus of this issue is efforts to expand teacher education beyond the boundaries of a four-year curriculum—whether in a traditional MAT option or a newly-designed five-year baccalaureate program. Alan Tom and Hendrik Gideonse examine this topic from different perspectives: Tom questions whether the five-year programs are just more of the same ill-conceived course work; Gideonse advocates a two-year post-baccalaureate program for teachers that builds on a liberal arts base. Both raise questions that educators in and outside teacher preparation must confront. *P.A.B.*

Fifth Year Teacher Preparation: A Solution in Search of a Problem

by Alan R. Tom
Chairperson, Department of Education
Washington University in Saint Louis

Many educators are calling for the extension of teacher preparation beyond the traditional four-year program. I believe this proposal has two major flaws. On the one hand, extended teacher preparation is a solution addressed to a vaguely conceived problem. In addition, adopting mandatory fifth year teacher preparation risks several negative consequences.

Before elaborating these two theses, I want to indicate the range of alternatives included under the banner of fifth year or extended teacher preparation. One type of extended preparation involves an integrated undergraduate and graduate program in a single institution, a program which often provides for increased field work and may lead to a master's degree. A second alternative is the Master of Arts in Teaching program, typically a

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split academic-professional degree designed for liberal arts graduates. Yet another alternative entails a fifth and possibly a sixth year of professional study. In brief, there is no standard version of extended teacher preparation; the assumption which ties together the various alternatives is that everything needed by the contemporary teacher cannot be taught within a four-year curriculum.

But will more field work, more academic study, and more pedagogical preparation yield teachers who are distinctly superior to the products of four-year programs? I think not. The problem with our current approach to teacher preparation is not underpreparation but rather ill-conceived preparation. Moreover, our failures lie not just in the areas of pedagogy and field work but also in the academic preparation of teachers. First, let us turn to the weaknesses of the professional curriculum.

The pedagogical curriculum and its related field experience components have been remarkably stable for the last 50 years. The typical student takes separate courses in psychological foundations, social foundations, general and specialized methods, and student teaching. There is little interconnection among these components, each of which is taught by specialists, and the major field work experience comes at the very end of the program. During this culminating student teaching experience, students are expected to apply professional content and skills to the classroom context, despite the tendency for the university supervisor and the cooperating teacher not to be well informed about the remainder of the professional curriculum. Will it do any good to "extend" an aged and fragmented professional curriculum which is under the direction of specialists who are largely unaware of their colleagues' efforts?

Additional Academic Study Is Not the Answer

If we ought not extend the present professional curriculum, perhaps our prospective teachers need more academic work. Some educators believe that the entire undergraduate program should focus on general education and specialized academic study. But will longer and more elaborate academic majors really improve the quality of our prospective teachers? Certainly such study will fill the heads of teachers-to-be with more information, more concepts, more breadth of knowledge.

The academic major, however, often fails to prepare the novice to be a teacher. The program of study in most majors is oriented toward those planning to pursue advanced work in that field. As a result, undergraduate preparation is seen as a first step toward long-term study in a field and usually concentrates on introductory content. Not until subsequent graduate study does the student typically examine a field's core ideas and its distinctive styles of inquiry. Unfortunately it is these fundamental ideas and these basic modes of inquiry which the teacher needs in order to convey the essence of a field to youngsters, and not just clutter their minds with masses of discrete information. I do not want to argue that every teacher needs a doctorate, but rather to assert that the undergraduate academic major — to the extent it presumes that background information must precede the study of fundamental ideas — does not provide teachers with an adequate introduction to a field of study. A similar argument could be made against the survey approach to general education so common in institutions of higher education.

Increasing the amount of pedagogical and academic study not only evades the issue of raising the quality of preparation for prospective teachers but also has several potential negative side effects. Three of these possible side effects merit discussion: making education into a professional school, restricting entry into teaching on economic criteria, and reducing the diversity of teacher preparation institutions.

To institutionalize extended teacher preparation is to encourage the creation of professional schools of pedagogy. Some educators look with anticipation at the autonomy and status which might accrue to education should it become a professional school similar to law and medicine. However, the traditional professional schools have subject matters not typically taught in liberal arts courses, while the entire range of knowledge in these courses is germane to teaching. Thus to formalize education's status as a professional school is to cut off education from needed cooperation with the academic departments, particularly concerning the methodology for teaching particular subjects and the redesign of academic majors.

"Will it do any good to 'extend' an aged and fragmented curriculum which is under the direction of specialists who are largely unaware of their colleagues' efforts?"

A second negative outcome of extended teacher preparation is its potential for restricting entry into teaching to those who are relatively affluent. Low income and minority students would have increased difficulty in entering the teaching ranks should teaching require an investment of five or six years of advanced study.

A third possible negative outcome is the capacity of extended teacher preparation to reduce the diversity of institutions involved in preparing teachers. Many small liberal arts institutions would probably choose not to develop the graduate programming needed to conduct fifth year teacher preparation. Some educators would rejoice at this eventuality, since many of them believe that too many institutions are currently preparing teachers. However, there is no compelling evidence that the weakest programs are in those institutions whose primary commitment is to undergraduate education. Indeed, in terms of interest and attention to teacher preparation, small liberal arts institutions often surpass the graduate-oriented institutions which are likely to profit from a policy mandating fifth year teacher preparation.

My arguments should not be seen as opposition to fifth year teacher preparation as *one* route for entry into a teaching career. My own institution maintains and pro-

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motes a Master of Arts in Teaching program for those students who decide late to become teachers or who choose to focus their undergraduate education on obtaining liberal arts preparation. What I do want to argue is that efforts to improve the quality of teacher preparation would be better directed to reforming the professional and academic study of prospective teachers than to mandating more and more of the same old approach.

A Case for Two-Year, Postbaccalaureate Preparation of Teachers

by Hendrik D. Gideonse
Professor of Education and Policy Science and Dean
College of Education, University of Cincinnati

Vast divergence exists in lay and professional circles respecting the routes by which teachers ought to be prepared. Overt policy, for example, ranges from approaches which virtually bypass professional training altogether (e.g., New Jersey) to the requirement of a fifth year beyond the baccalaureate (e.g., California). Covert policy (i.e., *practice*) sanctions the unconscionable use of temporary certificates permitting entry of persons who have little more than two years of college (e.g., Texas) to instances too numerous to mention of state approval (often for political reasons) of teacher education programs of irresponsibly uneven quality.

The cases described above are not the result of marginal competence or perfidy in the teacher educator ranks. Rather, they are the consequence of the high degree of regulation of the profession and the absurdly marginal incentives now in place for attracting and retaining capable people in the profession. As someone who has observed policy development and accountability in teacher education for more than 20 years, however, I believe the operation of a kind of programmatic Gresham's Law cannot be denied.

Given these conditions, one might ask on what possible basis can the apparently radical suggestion to shift teacher education to a two-year, postbaccalaureate professional preparation be responsibly advanced? There are several reasons.

1. The knowledge base underpinning teaching, with any reasonable amount of reflection and admitting pluralistic views of what constitutes knowledge, must be seen to be a substantial one. There are at least four major components. The first is a liberal arts background, not just because it would be "nice" or merely "desirable" but because it provides the kinds of learning that are *absolutely essential for the complex and broad ranging moral decisions that teachers make hourly*. Furthermore, the public and the profession should demand not mere *exposure* to such an education but also its *acquisition* in each individual presented for certification or licensure for teaching.

The second component of general education is a major or concentration sufficient to teach the prospective teacher the difference between breadth and depth of understanding. For many teachers that major will also be the teaching field; for others it will not. For example, the science content of the elementary school cannot be that taught to undergraduates; it must be intellectually compatible but cognitively different because of the as-yet-undeveloped capacity of, say, nine-year-olds to handle such concepts.

The third domain of knowledge for teachers focuses on the profession's intellectual underpinnings, the discipline-based knowledge which illuminates practice and policy in education. This typically flows from behavioral and social science but also encompasses the arts and humanities. Included here, but also overlapping the next knowledge domain, is exposure to and socialization into the normative propositions undergirding teaching as a profession.

Finally, there is the fourth domain of knowledge, which pertains to the professional arts, crafts, techniques, and skills. Included here are inquiry and measurement, curriculum design and construction, instructional practice, professional collaboration, classroom management, and so on. In the past 15 years, researchers have made real advances in these areas.

2. The diverse character of the knowledge bases identified above, in particular the need to develop awareness of the fundamentally different epistemological bases on which the knowledge of the profession rests, requires substantial intellectual capacity and development.

3. The present practice of training teachers at the baccalaureate level complicates the governance and orientation of teacher education. Furthermore, it simply does not afford enough time to accomplish the objectives implied in the knowledge domains articulated above.

Additionally, the current universal impoverishment of liberal education in America's colleges and universities is not a problem solely for teacher educators. Because of the peer status of education programs with the arts and sciences, it is difficult to make changes in the liberal arts program. This situation will be corrected *only* when presidents and provosts address the problem and respond with policy, institutional structure, and substantial resources to counter the existing incentive structures which have turned higher education inexorably away from liberal education as an abiding aim.

Teacher education, therefore, must ultimately become a two-year, professional preparation program. It should admit only students who can demonstrate the acquisition of a liberal education, have mastered an academic major, and, perhaps, have also begun to acquire preparation in the intellectual underpinnings of the profession. The training program, intellectually keyed at a postbaccalaureate level, would combine academic preparation with intensive clinical and laboratory work. These experiences should expose trainees to the normative propositions undergirding the profession *and* the craft aspects of teaching, both being approached in a reflective, analytic

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fashion. The settings for such work must be under the control of the professional faculty, *including* practicing teachers. (The point here is that virtually nowhere does sufficient authority over clinical sites exist in the preparation programs at present; we are very much at the mercy of present practice and the settings where it takes place.)

In conclusion, the following would go a long way in improving the training and capacity of teachers as professionals: 1. six years to develop the several knowledge bases, 2. admission criteria which would require arts and science faculty to begin once again to fulfill their proper responsibilities in teacher education, 3. resources consistent with the higher demands of postbaccalaureate education, and 4. control over the clinical/laboratory settings. Obviously, these cannot be accomplished without major upheavals in the institutional structure of teacher education and the incentives by which teachers are recruited, trained, employed, and advanced. What we *know*, however, is this can and ought to be done if we want more capable professionals as teachers. The only question remaining is to determine if society *wants* it badly enough!

Austin College
An Integrated Five-Year Approach

Since 1972, Austin College students have combined liberal arts and teaching experience in a five-year program that culminates with Texas teacher certification and a Master of Arts degree with a concentration in elementary or secondary education. According to Bill Freeman, chairperson of the teacher education department, the Austin Teacher Program (ATP) is much more than a fifth year added on to a traditional undergraduate education degree.

ATP undergraduates earn bachelor of arts degrees in liberal arts disciplines and participate in teacher education laboratories. During the 12-month graduate program they teach full-time for one term and take both education and liberal arts courses. Freeman emphasizes that although ATP takes five years to complete, it does not include any more education courses than Austin's old four-year teacher education program. Approximately 40 students graduate from the program each year.

ATP is a direct response to the dissatisfactions voiced by education students and alumni during the 1960s, according to Freeman. Both students and faculty were questioning the rationale for the conventional program, and alumni were advising that the department "do something about those boring education courses." As a result, education instructors spent two years, from 1965 to 1967, asking public school teachers and administrators for their advice on what a teacher education program should include.

For the first time, faculty members "really listened" to comments by students, alumni, school teachers, education experts, and Austin College's own liberal arts instructors, remembers Freeman. "We stopped being defensive and started analyzing what we were hearing," he says.

After visiting innovative public schools across the country and receiving encouragement from the college administration, department members began developing the new program. Much of ATP's design was based on *The Professional Education of Teachers* by Arthur W. Combs (Boston: Allyn and Bacon, 1965). Combs wrote that "teacher education needs much more than a tinkering job," and advised faculty to encourage the development of students' own method of teaching rather than advocate only one "right" approach.

In summer 1969 ATP's constituents gathered in Colorado to react to the new program's components. Critiques given at the conference, which was funded by the Stone Foundation, helped faculty members fine tune their design.

Undergraduates Complete Four Teaching Labs

ATP students pursue the same course of study as other liberal arts majors. Future elementary education teachers major in one academic subject while secondary education students complete two areas of concentration. In addition, ATP requires students to take three terms of a foreign language.

During their freshman year ATP students enroll in one noncredit teacher education laboratory. Here they get their first taste of the teaching profession and discuss such issues as unionization and minimum competency testing for certification. Students visit public schools and begin to evaluate the characteristics of effective teachers. They practice "microteaching," an improvisational technique in which students present a short lesson while their peers play the role of a particular age group.

Students take a second noncredit education laboratory in their sophomore year. The first third of the course is devoted to an examination of teaching theories. The sophomores next observe and analyze public school classes. During the laboratory's final section, each student begins his or her teaching experiences by participating daily in a public school class.

Both students and faculty were questioning the rationale for the conventional program, and alumni were advising that the department "do something about those boring education courses."

The junior year laboratory is the final noncredit ATP course. It offers students an opportunity "to examine and refine his or her system of beliefs about education," according to a program brochure. Each student investigates the various methods appropriate to his or her subject area and develops a personal philosophy of teaching. These

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beliefs are tested in an on-campus teaching laboratory which encourages experimentation with different methods.

The noncredit experiences help students assess their interests and strengths, says Freeman. He estimates that 30 percent of the undergraduates drop out of ATP after the first laboratory, ten percent after the second, and a few after the third. "By the time they have completed the junior lab they are definitely committed to teaching because there would be no point in putting in two more years if they were not serious," says Freeman.

ATP students take their first credit teaching laboratory as seniors. They are assigned to one teacher and participate in at least 50 hours of classroom teaching, which is evaluated by both the teacher and Austin faculty members. Each week students meet in on-campus seminars to discuss their experiences. Seniors also complete the final admission steps for ATP's graduate year, including taking the Graduate Record Examination.

In addition to the teacher education laboratories, undergraduates usually take Developmental Psychology and Principles of Learning; elementary education students also complete Developmental Reading. In a change from the old teacher education program, courses dealing with educational psychology, sociology, and philosophy are now offered by the appropriate liberal arts department.

Graduate Year Research and Teaching

ATP graduate students must complete nine courses. These include Research and Synthesis in Education, which replaces the standard master's thesis. Students investigate such concerns as the effectiveness of a bilingual program in a particular school district and techniques and content of moral education in today's schools. Five additional courses, including at least two offerings in students' liberal arts major, address individual needs.

Graduate students receive credit for three courses by teaching full-time for one term. Most serve as interns, with complete responsibility for their own classes; those who need additional guidance are assigned to teachers. Interns earn between 50 and 75 percent of a first year teacher's salary.

An essential component of ATP is the active role students must take in their own education. "Each student is helped to find his or her own best way to become an effective teacher," says Freeman, who admits that this approach has caused some controversy. ATP does not have a list of competencies that must be acquired. Instead students determine the behavior patterns they want to develop (such as how to motivate students), based on their observations and experiences. The department compiles student portfolios, which include teaching experience records and subjective evaluations by professors and supervising teachers.

ATP also requires a great deal of commitment from faculty members, says Freeman. At the same time, he says, "we have to admit that the real teaching and learning takes place in the public schools with the supervising teachers and not here in our classrooms. That really bothers some professors."

Freeman praises alumni and student contributions to ATP's design and continual revision. He encourages others interested in revising education programs to listen to students' comments and complaints and design a program that is appropriate to their needs. *P.A.B.*

For more information, contact Bill Freeman, Chairperson, Teacher Education Department, Austin College, Sherman, TX 75090. 214/892-9101.

University of Florida
Teachers for the Twenty-First Century

In the late 1970s, the faculty of the College of Education at the University of Florida began examining their teacher education program and concluded that "the four years traditionally given to teacher preparation were no longer sufficient," says David C. Smith, dean of the college. The education faculty voted for a restructuring of the program, and a faculty committee was appointed to direct the task. The result, formally launched in September 1984, is PROTEACH, a five-year master's degree and teacher certification program.

Much of the philosophy of PROTEACH is a reflection of the discussions and findings that arose during three PROTEACH Conferences held between 1980 and 1984. Conference participants included outside education professionals, state education officials, school administrators, and representatives of teacher organizations, all of whom provided very helpful "information and insight" during the development phases, says Smith.

'What should a beginning teacher know?', 'what should a beginning teacher be able to do?', and 'what type of person should a teacher be?' were the fundamental questions asked at the first conference, and Smith says the answers helped shape the content of PROTEACH. People with practical classroom experience contributed their knowledge of the kinds of problems teachers must solve and the challenges they face, then discussed what the best preparation would be for those realities.

Another major issue was what American society expects a teacher to know and be, and how a college of education can keep pace with the demands of our rapidly changing culture. Explains Smith, "Colleges of education and teachers are not valued as they once were. Fifty years ago somebody with a baccalaureate degree in our community represented what the public was ready to accept as a generally well-educated person. A baccalaureate degree does not carry the same kind of stature that it once did." He adds that, in commenting on plans for the five-year approach, participants in the final PROTEACH Conference "observed that the increased depth of training would help to add to a better image of our profession."

Providing Foundations

PROTEACH offers elementary and early childhood, secondary, and special education programs, each leading to a baccalaureate degree, master's degree, and teacher

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certification after five years. Each is structured differently and has different requirements, but there are some across-the-board requirements. All students must take a set of foundational courses focusing on "the history, philosophy, and sociology of education; learning and cognitive processes; instructional computing; mainstreaming; human development; and educational diagnosis," states Smith.

Foundational courses are designed to provide a common background in these areas for all teachers, according to the PROTEACH program materials. Throughout all courses in the PROTEACH curriculum, there is a strong emphasis on the study and application of research done in teaching and learning, adds Smith.

In comparison to the previous program, PROTEACH students must take more general education and academic specialization credits and more preprofessional courses outside the College of Education. Required foundational and clinical (teaching simulation) credits doubled for all students, and thge number of specialized teaching (methods) credits rose for elementary/early childhood and secondary students. The number of elective credits was decreased considerably overall.

Students in the elementary/early childhood field must take 64 semester hours of general education before starting PROTEACH. These include English composition, literature, history, sociology, fine arts, mathematics, behavioral studies, and physical and biological sciences. Smith notes that the two laboratory science requirements were added "because there is special concern about the teaching of science at the elementary school, and I think it is a very legitimate concern."

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These students then begin their professional teaching curriculum within the College of Education (foundational, clinical, and methods courses, field work, and a master's seminar on research). In addition, they must take two 12-hour specializations, at least one of which must be outside the college. The specializations, developed after consultation with faculty in the College of Arts and Sciences, should encourage students to develop expertise in specific areas, thereby strengthening their teaching ability, says Smith.

The architects of PROTEACH decided against an undergraduate liberal arts major for the future elementary teachers, although they perceived a need for a strong liberal education background (the number of hours required outside the College of Education is about 30 percent higher than under the old program for prospective elementary teachers). Smith explains, "a major results in narrowness in terms of the kinds of responsibilities an elementary teacher has." An English major, for example, "is likely to be light in science and math and social studies" but must teach all of those subjects. "So," he says, "what we tried to do was to increase the requirements in liberal studies on a broad front as opposed to a narrow one," while conferring a Bachelor of Arts or Science degree from the College of Education.

Students in the special education program must complete an 18-hour academic specialization outside the College of Education, in addition to the requisite foundational and general education credits. They become certified in two of four areas (mental retardation, emotionally handicapped, physically handicapped, and learning disabled), and receive their degrees from the College of Education.

The format of the secondary education program is considerably different from the others. Students must first complete a full four-year Bachelor of Arts or Science degree in the College of Arts and Sciences, with a major in their chosen teaching subject and a minor in the College of Education (consisting of the foundational courses), and be accepted to the University of Florida Graduate School. They then take all of their professional teaching courses in PROTEACH during their fifth year, plus an additional nine hours in the College of Arts and Sciences in their teaching field. The fifth year follows what Smith terms an "institute-like" design, a flexible schedule of small or large group meetings, lab work, and school visits rather than strictly structured class time. This is intended partly to "accommodate the special needs of training outstanding teachers," he says.

Smith explains that by requiring students to take the foundationals while undergraduates, and the nine other academic hours while in postgraduate work, "we are trying to indicate that what we really have is a five-year program — we do not have a 'four plus one.'"

Short- and Long-range Evaluation

There are 26 teacher preparation programs in the state of Florida, none of which is a five-year program, according to Smith. Comparing PROTEACH to these, Smith says PROTEACH has "clearly more" emphasis on a liberal education background, and also "greater emphasis on the research base of teaching: the process-product research that directly relates teacher behavior to student performance."

Gauging the reaction to the fledgling program, Smith says students, well over half of whom are Floridians, appear to be "positive and fairly enthusiastic in spite of a fifth year," and enrollment is up slightly. He projects that enrollment will remain "quite constant" and that a fifth year will not deter students. The signs from fall 1984 levels suggest to Smith that prophets of gloom and doom who warned, "'If you go to a five-year program you are going to lose all your students,' were clearly not correct."

Smith stresses the importance of continuously evaluating and modifying PROTEACH. "Colleges of education are under a great deal of pressure these days," he ex-

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plains, "and it seems to me the worst posture we can take is a strong defense of the status quo." Aside from determining whether a five-year program is "demonstrably cost-effective," Smith says, the main thrust of evaluating PROTEACH will be looking at the quality of teachers it produces. The program is still working on various methods of assessment (including a student portfolio covering all five years), and has established an evaluation committee which has been collecting information on the performance of past graduates in order to compare the performance of future PROTEACH graduates. Smith says evaluation will involve questions such as "Can we demonstrate that they have a knowledge of the research base in teacher education? Did they apply that research base in the classroom at levels that go beyond the people who were in our other program? What's the quality of the student in the program? Do we attract a better quality student to this type of program?" In short, the test of PROTEACH will be whether it turns out, in Smith's words, effective "teachers for the twenty-first century." *E.B.*

For more information, contact David C. Smith, Dean of the College of Education, University of Florida, Gainesville, FL 32611. 904/392-0728 or 0729.

Bowling Green State University

A Competency-Based Program

The development of a competency-based teacher education program at Bowling Green State University (BGSU) has been attributed to "spontaneous regeneration," notes Marilyn Braatz, publications specialist for the College of Education. "We are always in a state of self-examination, trying to devise better ways of servicing our students," she says. The competency-based philosophy was implemented in the early 1970s—a product of meetings between College of Education faculty and administrators and area school teachers and principals. "Through such meetings," says Braatz, "we came up with six basic areas of competency that we believe all beginning teachers need to have before they enter the classroom: human relations skills, communications skills, planning for instruction, instructional techniques, evaluation, and subject matter."

The idea behind the program is that students must be prepared for student teaching, the final stage of their studies and the arena in which all they have learned will be put into practice. Achieving competency in the six teaching areas is an across-the-board requirement for all teacher education students, says Braatz. The students, their supervising faculty, and the cooperating teachers receive handbooks which define the areas of competency to be exhibited. Thus, says Braatz, everyone involved in the student teaching experience knows exactly what has to be accomplished. Observing the students in their classrooms, cooperating teachers assess the future teachers' performance and indicate to the supervising faculty whether or not competencies have been met.

Requiring competent performance in specified educational areas was a move that many supervising faculty members had already made, Braatz points out. "It was just a matter of getting it down on paper and making it a policy of the college so that all would do it." This example is illustrative of the College of Education's perspective on reform. "I do not think there have been very dramatic program changes," says Braatz. "We try to be alert to the need to revise programs; thus renewing our dedication to doing what we believe is right in training teachers."

Academic Requirements

Elementary and secondary education majors are required to take course work in three broad areas to attain a Bachelor of Science degree in education: the teaching specialty for elementary education students (including such fields as children's literature, mathematics, health education, and communication disorders), and the major/minor for secondary education students; general education (consisting of courses in English composition, speech, science and mathematics, social sciences, and fine arts); and professional education (designed to develop teaching abilities, these courses include field experiences).

Responding to national reports which maintain that education majors take too many professional education courses and not enough content courses, Braatz states: "In comparing our students with liberal arts majors on campus we found, for instance, that an English major in teacher education takes as many English courses as a liberal arts English major. This is true of almost any discipline." The students also are receiving a liberal education background, she adds, because the National Council for Accreditation of Teacher Education (NCATE) requires education majors to take one third of their course work in general education.

Field experiences can begin the second semester of the freshman year, and culminate with the ten-week student teaching expeience in the senior year. "Students take about 25 percent of their course work in professional education," says Braatz, "and even before student teaching they do not just sit in the back of a classroom and watch. They design bulletin boards, tutor students, perhaps even teach a unit." The College of Education also offers a limited number of students the opportunity to do their student teaching overseas. "These students are screened through an interviewing process and are selected on the basis of their strength in field experience," says Braatz.

Laboratory Experience and Student Teaching

In the late 1970s, the state of Ohio reevaluated its teacher education programs and initiated a new set of standards; one important change, says Braatz, was the increase in field experience hours. Before the student teaching experience in the senior year, all teacher education students must complete 300 hours of field experience. In response to this development, the College of Education created its own clinical laboratory in 1980 to assist students in completing the requirements. Audio-visual equipment gives students the opportunity to ob-

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serve classroom environments and teaching techniques. The lab also offers students the use of an interactive video unit. Students watch teaching simulations on a video screen and answer questions about the instructional methods they see via computer. Braatz maintains that the unit's many programs allow students to experience classroom situations they will later encounter. "One unit," she says, "presents students with classroom scenarios—'If a student asks you if he can dissect a dog for his special project in biology, what would you do?'"

Another facility aiding students in their requirements is the Math Clinic and adjoining Computer Classroom. "The Math Clinic is a program which allows elementary education and secondary education math majors to have field experiences on campus," says Braatz. Gifted children, as well as those with remedial needs, are referred to the clinic by area teachers. The teacher education students work with these children a few evenings a week, developing games to help them understand mathematical principles, and providing the advanced children with enrichment activities and challenges which they may not be receiving in their regular classrooms.

"In comparing our students with liberal arts majors . . . we found, for instance, that an English major in teacher education takes as many English courses as a liberal arts English major."

The Computer Classroom, opened in 1983, was developed "because we were interested in observing how children learn about computers," says Braatz. Called the "Apple Orchard," the classroom houses 15 Apple II-E computers, and offers a program for children in grades 4 through 7. "These children come to the computer classroom one night a week for a seven-week period," says Braatz. "Grouped two or three to a computer, they are instructed by one of our students." By the end of the seven weeks, the children learn a simple programming method.

Not just for children, the Computer Classroom is open to all College of Education students and faculty, as well as to area school administrators and teachers who attend workshops offered by the faculty. It is a valuable resource, notes Braatz, because undergraduate teacher education students in both the elementary and secondary programs are now required to complete a course in computer-assisted instruction for graduation.

Commenting upon the breadth of student requirements, Braatz says: "I guess we push our students pretty hard, but we believe that a balance is what is needed for a good teacher. Students seem to have a lot of confidence in the program. They feel that what they are doing is going to pay off in the future."

Braatz emphasizes that the College of Education makes a point of recruiting top students for its programs. "We identify these students by their indicated interest in teaching, ACT and SAT scores, and also by their high school records—we look for the top 15 percent according to GPA," she says. On Select Student Day, administrators invite these students and their parents to come to campus to learn about the program. Other recruitment techniques include sending education majors back to their high schools to talk about the program, and presentations for guidance counselors, explaining the imminent need for teachers. Says Braatz, "We have an obligation, to the school and to society, to provide 'the brightest and the best.'"

High standards yield a high success rate, Braatz maintains. "Our program of evaluation indicated that for the 1983-84 academic year, 94 percent of our students either found a teaching job, other employment, or opted for graduate school. *N.M.*

For more information contact Marilyn Braatz, Publications Specialist, College of Education, Bowling Green State University, Bowling Green, OH 43403. 419/372-2993.

Brown University

Drawing on a Liberal Arts Background

Education foundations courses offer Brown University liberal arts students insights on educational issues from the perspectives of history, philosophy, psychology, and sociology. In addition to being open to any undergraduate, the courses are form the core of the education department's concentration in educational studies. Similarly, the courses introduce students in the Undergraduate Teacher Education and Master of Arts in Teaching programs to the field of education.

The foundations courses reflect the education department's liberal arts beginnings, says Philip Anderson, assistant professor of education. He reports that for many years Brown University, like other colleges, hired practicing school teachers to conduct methods courses while full-time professors taught the foundations courses. Anderson now teaches the undergraduate and graduate Methods of Teaching English while another professor offers similar courses for prospective social studies teachers.

Such foundations courses as Philosophy of Education and The Craft of Teaching have proven popular with the general undergraduate population, says Anderson. Philosophy of Education, which draws 150 students a semester, provides an overview of major educational theorists from Plato to Whitehead and Dewey. The Craft of Teaching provides a history and analysis of high school teaching. Other offerings are Sociology of Learning, Education and Equality of Opportunity, and The Literature of Educational Reform.

Undergraduates pursuing a concentration in educational studies complete six foundations courses, includ-

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ing three in one area of specialization; two noneducation courses in their specialization; and an independent study in their specialization. (Concentrations are similar to majors at other universities.) Earning Bachelor of Arts degrees in educational studies, these students are usually not planning teaching careers.

Administrators designed the concentration in the late 1970s for students attracted to the liberal arts value of education or its application to other areas of employment. For example, students interested in educational policy might earn the concentration as preparation for government work. The program graduates only two or three students a year and is being reviewed in light of recent personnel changes, reports Anderson.

"Most people who are interested in education start by becoming teachers," says Anderson. At Brown, prospective teachers earn concentrations in a liberal arts or science discipline and complete the Undergraduate Teacher Education Program. Approximately 20 students pursue this option each year, receiving secondary teaching certification as a result.

Each certification sequence requires five courses: Psychology of Teaching, an additional foundations course, Student Teaching, Methods of Teaching, and Analysis of Teaching. Methods courses focus on teaching students' subject areas in a secondary school setting, and include teaching and observation in area schools. In their final semester, the undergraduates work with junior or senior high teachers in their subject on a full-time basis. They also complete Analysis of Teaching, a seminar organized by subject area, which examines day-to-day concerns from the perspective of educational theories.

Graduates Study the Art of Teaching

This "theory out of practice" approach is also a feature of Brown's Master of Arts in Teaching (MAT) program, available in English or social studies. The 12-month program mixes teaching practice with concurrent discussion of educational theories. Participants' theoretical knowledge is reinforced immediately through practical application, according to Anderson.

Liberal education also is integral to the MAT program. Applicants must have bachelor's degrees in English or one of the social sciences; if their undergraduate background is not sufficient, they must take additional disciplinary courses before taking the four required graduate-level liberal arts courses. The result, says Anderson, is that a candidate for the MAT in English may have a bachelor's degree in American studies, for example, but will also have the equivalent of an undergraduate degree in English plus four graduate-level English courses when he or she graduates.

MAT applications are reviewed by the appropriate liberal arts department in addition to the education faculty. Because half of the MAT courses are in the disciplines, the departments want to ensure that the students are capable of handling full-time graduate level work.

MAT students begin with a six-week summer session, serving as faculty for Brown's on-campus summer high school for 200 area students. They teach four days a week and take Psychology of Teaching and Methods of Teaching (in English or social studies) each day. Experienced teachers supervise and critique the MAT students.

"The summer session is incredibly intensive," says Anderson. "Students not only teach, they think about teaching, talk about teaching, and plan teaching. It is immersion with a lot of support services and attention to theoretical and conceptual development."

Course discussions tie in with the curriculum designed for the laboratory school. MAT students are able to see how different methodologies operate in the classroom. "Students have a vested interest in what is going on in the classes because it affects their daily lives," says Anderson. This is one difference between the undergraduate and graduate methods courses, he reports; the undergraduates often discuss methods in the abstract because they are not able to test them in the public schools.

During the academic year students spend one semester student teaching and one semester taking four graduate-level courses in their subject area. Each student teacher works with one cooperating teacher, teaching two courses and observing a third. By allowing time for reflection, the department is helping students learn more than "coping behaviors," says Anderson. Student teachers also complete a foundations course and a teaching theory seminar.

"The summer session is incredibly intensive . . . students not only teach, they think about teaching, talk about teaching, and plan teaching. It is immersion with a lot of support . . ."

A Concern With Quality Teaching

About 30 students, divided evenly between the two options, participate in the MAT program each year. Anderson traces the program's continuation to the tuition support available to MAT students and the university's perception of the program as an important service. Begun in summer 1957, the Brown MAT program, like others established at the same time, was a reaction to criticism of the schools and the quality of graduates going into teaching; a belief exacerbated by the Sputnik launching, says Anderson. Brown's efforts originally focused on subject area courses for inservice teachers.

The perception that not enough high quality students were going into teaching is parallel to today's situation, says Anderson. He has discovered that students in both the undergraduate and graduate programs are motivated by a sense of public spirit. "They understand there are problems and think, 'The reports say I'm the kind of person they need in the schools, maybe I should give it a shot,'" says Anderson. He actively recruits students for both programs, often drawing MAT students from liberal arts colleges that do not have education departments.

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Anderson anticipates that the MAT program, as well as the education department's other activities, may undergo some changes in the near future. Theodore Sizer, former dean of Harvard's College of Education, became department chair in summer 1984, and more secondary school projects are planned. *P.A.B.*

For more information, contact Philip M. Anderson, Assistant Professor of Education, Brown University, Box 1938, Providence, RI 02912. 401/863-3795 or 2407.

The University of Kansas
Five-Year Baccalaureate and Certification Program

Fall 1985 will mark the first students' enrollment in the fifth year of the new five-year teacher education program at the University of Kansas (KU). After having been granted a baccalaureate degree the previous year, the fifth year students will complete graduate-level courses and two separate student teaching assignments to fulfill their teacher certification requirements.

KU's decision to phase out the four-year teacher education program came as a result of "an intensive self-study of the institution and how we can best serve the state and the region," says Dale P. Scannell, dean of KU's School of Education. KU faculty and administrators, with the assistance of an off-campus committee of school superintendents, teachers, representatives of state agencies, and others, concluded in 1979 that an adequate program of teacher education could not be completed within the constraints of four years.

"We had gone through a period in the seventies in which the program had been changed almost every year by state or federal influence," says Scannell. This included "extremely strong suggestions" from legislators to add emphases on parenting education, consumer and health education, and drug and alcohol abuse. "We were beginning to erode the strong liberal arts component that our program once had, and it was time to take a good, hard look at it and ask ourselves what *we* believed our program should do in preparing the beginning teacher."

There are four major themes in the professional component of KU's new teacher education program, according to an article by Scannell in the October 1984 issue of *Phi Delta Kappan*. They are growth and development of children; communication and self-concept; research, measurement, and technology; and field experience. The three basic requirements for students in the program are a minimum of 60 hours of general education courses, a teaching-field option, and professional education courses that include field-based experience.

Students take virtually all general education requirements from the College of Liberal Arts and Sciences. While students generally complete these requirements in the first two years of the program, the teaching-field requirement begins in the second year and is completed by the time the student is awarded a Bachelor of Science in Education degree at the end of the fourth year. All students must complete at least one major or two minors in their teaching fields, depending upon the certification level option they have selected. For example, a student opting for certification only at the elementary level is required to complete one major or two minors. But a student taking the middle and secondary level option must complete one major and one minor. A major requires at least 40 semester hours in a discipline, while most minors require from 20 to 25 hours.

Extensive Field Experience

One of the major modifications in KU's teacher education program is the expanded professional education requirement—the opportunity for students to observe, assist, and tutor in the classroom as early as their freshman year. Noting that the traditional experience rarely saw students in the classroom until their senior year, Scannell adds, "We want to provide students with a good solid basis for a rational decision by the end of the sophomore year on whether to stay in education or enter some other field. We are also trying to build a commitment to education in those who do decide to stay with us."

In their first two years, students complete five hours of field-based professional education courses which form the base for subsequent work in education. Freshmen take a one-credit course designed to ease them into a classroom with children. "For 12 years they have thought of themselves as students," says Scannell. "We want to help them move around the desk and think of themselves as teachers." The course is team-taught by a teacher educator and a person from the counseling department with expertise in career planning.

"Students are attracted to a high quality program, and if they want teaching to be their profession, they will see our five years as an enhancement to their future career."

The number and intensity of the professional education courses increase as students near the end of their fourth year. Scannell states that students gain between 180 and 200 hours of experience in the schools, through small group or tutorial activities, prior to any student teaching. "We are trying to break that gap between theory and practice," he says.

Although students fulfill the general education requirements and take professional education courses in the first two years, they are not formally admitted to the School of Education until their third year. Students must also have a cumulative grade point average of 2.5 for admission and pass a basic skills test in communications and mathematics before the end of the first semester of the junior year.

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The School of Education grants a baccalaureate degree at the end of the fourth year and 132 credit hours. Students with a 3.0 GPA are automatically invited to the fifth year; probationary admission requires a 2.75 GPA.

Graduate-Level Course Work in the Fifth Year

The fifth year is divided into three components. The first entails a student teaching internship for approximately half of the fall semester. KU has student teaching contracts with schools in a 40-mile radius, encompassing urban and suburban schools in Kansas City and Topeka and much smaller schools in the rural areas surrounding the Lawrence campus.

Students take graduate-level courses for the balance of the fall and beginning of the spring semesters. They spend the last ten weeks of the fifth year in another teaching internship, preferably in a different kind of school (rural instead of suburban, for example) or at a different level (middle instead of secondary).

While fifth year students earn between 15 and 24 hours of graduate credit in addition to student teaching credit, the Graduate School of Education does not automatically grant a master's degree at the end of the fifth year. "That is a continuing debate among our own ranks," Scannell says. "My feeling is that if a student takes four years of 132 hours and our fifth year of 30 hours, he or she is entitled to both a bachelor's and a master's degree." At the present time, however, KU students must pursue additional study beyond that required in the five-year program to earn a master's degree.

Scannell predicts an initial loss of enrollment in the program but sees it growing again in the future. "Students are attracted to a high quality program," he says, "and if they want teaching to be their profession, they will see our five years as an enhancement to their future career."

There has been criticism of the five-year concept itself and KU's adoption of it. According to Scannell, "There was a strong cadre of people who thwarted the development of the program in the beginning. Faculty agreement on the concept came early, but the closer we got to specific actions that affected the way they teach their classes, the more disagreement surfaced. Others worried about credit hour production and whether we were going to lose students because of this. They argued that students can attend other institutions in the state and receive a certificate in four years. And since our program is made up heavily of work outside education, any losses we have are going to affect other departments."

To institutions contemplating a change to a five-year teacher education program, Scannell recommends including significant clinical and school-based experience that culminates in a master's degree. "Work closely with your arts and science colleagues and with practitioners when designing the content of your program," he says. "At KU we wanted a solid liberal arts base, depth in teaching fields, and professional course work that can articulate theory and practice. Other institutions could do well to look at their programs and see what they need to do to accomplish those same goals." *S.H.*

For more information, contact Dale P. Scannell, Dean, School of Education, The University of Kansas, 112 Bailey Hall, Lawrence, KS 66045-2330. 913/864-3726.

ADDITIONAL PROGRAMS

Appalachian State University
"Striving for Excellence"

Quality in teacher candidates and education programs must be present at the outset in order for quality to be sustained, maintains Ben F. Strickland, acting dean of Appalachian State University's (ASU) College of Education. To ensure continued commitment to excellence, the college is fortifying its efforts to recruit top students by the creation of a new Freshman Scholarships in Teacher Education Program, with an endowment of $250,000. "We are awarding $1,000 ($500 per semester) to students who indicated an interest in education as a career on their PSATs and who have a predicted GPA of 2.65," says Acting Assisting Dean Mae Reck.

Ten scholarships have been awarded for the 1984-85 academic year, and this number will increase by five each year for a total of 25 scholarships. The scholarships are renewable for three consecutive years, provided the students stay in teacher education and maintain a 3.25 average. Should a student receive a scholarship and later decide to quit teacher education, he or she must reimburse the College of Education for funds received. The scholarship program is a "good drawing card," says Reck. "The scholarships may not increase the quantity of students in the teacher education program, but they will improve the quality."

In conjunction with attempts to upgrade student quality, administrators have begun a program of college reform. Strickland notes that while ASU still grants approximately one-fourth of the state of North Carolina's education degrees, enrollment in the teacher education program has declined. In order to maintain a position of prominence in the face of national reports critical of education, he says, the college needed to reexamine and reorganize its resources. In 1983 Strickland developed a faculty planning council, which appointed task forces in recruitment/retention, standards, new programs, reorganization, and development of a Center on Excellence in Teacher Education. "The general direction of the College of Education for the next five years will be undergirded by the theme 'Striving for Excellence,'" says Reck, "with the end product being better qualified teachers and administrators for public schools in this country."

Complying with task force recommendations, several changes have been mandated. In response to national concern about educational and instructional quality, the College of Education created the Center for Teacher Education, which began operations in August 1984. Faculty members connected with the center will develop programs to influence teacher preparation; such programs will involve significant public school/university interaction, in accordance with North Carolina's Quality Assurance Program (initiated by the State Board of Education and the University of North Carolina Board of Governors). Projects will include efforts to discover the impact of computers on learning within the public schools, research to improve reading skills, and an exchange partnership program, in which ASU faculty members and local school teachers will exchange places and teach half time for one semester. Says Strickland: "The center will allow us to utilize the expertise of both faculty members

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and school teachers for the purpose of improving teacher education and learning in the public school system."

College Reorganization Set for 1985

To encourage greater academic flexibility, the College of Education will be completely reorganized as of July 1, 1985. "We are in the process of reducing the number of departments within the college from eight to five," says Strickland, "in order to create an interdisciplinary environment. The reduction will facilitate faculty crossover for teaching in different departments." The five departments will include: Curriculum and Instruction (merging elementary and secondary education); Language, Reading, and Exceptionalities (combining reading, special education, and speech pathology and audiology); Library Science and Educational Foundations; Leadership in Higher Education (including programs for preparation of public school administrators, as well as personnel for community colleges and other higher education institutions); and Counseling Psychology and Development.

After reorganizing the college structure, administrators plan to revise the undergraduate curriculum. While students presently take a year of professional courses, requirements vary according to teaching area. "We hope to devise a uniform core of professional courses for all teacher education students," says Reck. These would include courses in teaching methods of different disciplines and computer usage in the classroom. Such courses would complement the semester of student teaching, as well as the 40 hours of general education and the 24 to 56 hours of major-related courses which students earning a Bachelor of Science degree in teaching with teacher certification (for elementary education) or a Bachelor of Arts or Sciences with teacher certification (for secondary education) must complete. "Students are now required to have a 2.20 average to be admitted into the College of Education at the end of the sophomore year," says Strickland. "But we are thinking of raising that figure to 2.50 to further heighten standards." *N.M.*

For more information, contact Ben F. Strickland, Acting Dean of the College of Education, or Mae Reck, Assistant Acting Dean, Appalachian State University, Boone, NC 28608. 704/262-2232.

Central Washington University

Statewide Preservice/Inservice Efforts

Established in 1891 as a normal school, Central Washington University (CWU) has a long tradition of educating teachers both on-campus and off. These efforts range from a variety of undergraduate and graduate programs at the Ellensburg campus to statewide activities for inservice teachers, the latter reaching back to 1909 with summer classes for Vashon Island instructors. In addition, CWU places student teachers across the state, providing full-time faculty members as supervisors in the various locations.

The one-quarter field experience is "the highlight of the professional preparation program," according to the CWU student teacher handbook. In order to provide the diversity of settings unavailable in the rural Ellensburg area, education faculty have developed a statewide network of student teaching placements.

"We have selected school districts on the basis of their programs and for their location," says Jimmie R. Applegate, dean of the School of Professional Studies. "Large urban settings, small rural settings, schools on military bases, open-concept schools, and traditional classrooms are all represented. We are also very careful about placing individuals with master teachers."

To supervise the student teachers, the education department has hired full-time faculty members who live in or near the cooperating school districts. Called professional supervisors, the faculty members are specially selected and trained for their role in students' field experience. Supervisors meet with their students prior to the student teaching quarter to ensure the best placement for the prospective teachers. This process builds on the close working relationship between supervisors, school administrators, and classroom teachers, which is characterized by a high level of professional trust, says Applegate.

Because student teaching is considered a full-time responsibility, the future teachers do not take any courses during their teaching quarter, although they discuss their experiences in weekly seminars with their peers and supervisor. Supervisors regularly observe students in the classroom and meet with each student and cooperating teacher at least twice during the term. Although the student's final evaluation is the professional supervisor's responsibility, the cooperating teacher contributes to this assessment, analyzing the student teacher's progress.

Inservice Opportunities Offered Statewide

Similar cooperation and mutual respect extends to CWU's continuing education activities, reports Applegate. Faculty help develop inservice programs that meet the needs of various school districts; recent offerings have examined computer literacy and classroom management. In addition, extended degree centers (locations across the state where students can pursue degrees without residence study) offer graduate level education courses and, in one case, coordinate master's degrees in education.

These efforts include offerings applicable to the state of Washington's continuing teacher certification program. Nearly 25 years ago legislators determined that teachers must complete the equivalent of 45 quarter hours of graduate education courses to receive continuing certificates (initial certificates are valid for seven years, including the renewal period). This fifth year of study must be coupled with three years of teaching.

The continuing certificate process recognizes that teachers need additional study to increase their effectiveness, says Applegate. "No one makes the claim that you are a perfect teacher when you leave a baccalaureate program," he says. State standards for continuing certification focus on such areas as staff development and supervision, research and evaluation, and knowledge of alternative grade levels. Thus, for example, experienced teachers must be able to interpret and apply their field's research in the classroom. Standards covered by initial certification include instructional skill, classroom management, and breadth of knowledge.

Some teachers apply their graduate credits to one of several Master of Education programs offered by CWU or other universities while others opt to complete only the certification requirements. "Advisers can help people develop programs that meet certificate and degree requirements," says Applegate. "Some people prefer a less structured approach rather than a complete degree program." Approximately 80 percent of CWU's graduate education majors are pursuing such popular master's programs as master teacher, administration, special education, and reading specialist.

Teachers may earn some continuing certificate credits through inservice programs at their schools, in addition to the courses offered on-campus or at the extended degree centers. CWU awards credit for these inservice offerings only if they are taught or approved by CWU faculty.

Applegate is proud of CWU's contribution to teacher preparation, noting that the university has prepared 22 percent of the teachers in the state, as well as one-third of the principals. He reports that cooperation and dialogue with both on- and off-

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campus constituents have produced respect and support for the teacher preparation program. *P.A.B.*

For more information, contact Jimmie R. Applegate, Dean, School of Professional Studies, Central Washington University, Ellensburg, WA 98926. 509/963-1411.

Concordia College

Campus Commitment to Teacher Education

At Concordia College there is a campus-wide commitment to teacher preparation, says Marilyn J. Guy, chairperson of the Education Department. Faculty members from other academic departments, as well as education department members, form the Teacher Education Committee which meets regularly to discuss policies and procedures affecting the teacher education program. A result of these meetings has been the development of course clusters and phases which comprise, respectively, the secondary and elementary education programs.

To create continuity within the teacher education program, the committee instituted a statement of objectives for each cluster/phase of courses. Professors from academic disciplines also work with education students and faculty to ensure the curriculum's correspondence to licensing criteria set by the Minnesota State Board of Teaching. Such collaboration, notes Guy, fosters a feeling of respect and cooperation between all departments, which in turn strengthens efforts to maintain program excellence.

"The faculty in other academic departments share our concern for high quality teachers," says Guy. "We all believe that a broad liberal arts background is the best basis on which to develop strong professional skills." Students in the education program currently take 42 semester hours of general education courses in five distribution areas: natural sciences, social sciences, foreign languages, foundations and premises of society, and literature and fine arts. "This is the same liberal arts core that every student on campus completes," says Guy, noting that in fall 1985, the core requirement will be raised to 56 semester hours.

In addition to the liberal arts core, students interested in secondary education must fulfill approximately 40 semester hours in their academic major, as well as 24 semester hours of professional courses. They graduate with a Bachelor of Arts or Sciences in their academic major and receive teacher certification. Elementary education majors complete the general core, 36 hours of professional courses, and content support courses in mathematics, fine arts, science, and social science. They earn bachelor's degrees in education and teacher certification.

Early Classroom Involvement

Both elementary and secondary education students begin classroom clinical experiences by the sophomore year. Students spend 20 hours at local schools performing such teacher-aide duties as correcting papers, reading stories, tutoring, and designing bulletin boards. A time for observing and learning rudiments of teaching, these clinicals, explains Guy, allow students to begin affirming or rejecting commitment to the profession.

During their first clinical experience, students must complete a declaration of intent form, stating reasons for pursuing a teaching career and enumerating teaching strengths. This form, as well as the student's GPA, are the criteria used in the first step of the teacher education program's admission retention procedure. Students must have a 2.25 in their overall college work, and a 2.50 in the academic major. Says Guy, "Education faculty also assess the declaration of intent, checking organization, content, and grammar to ascertain whether or not a student has the skills necessary to become an effective teacher." Faculty members counsel students having problems in any of these areas, she notes, referring them to books and tutors so that basic academic deficiencies can be overcome.

"In the junior year, we want our students to make an even greater commitment to teaching," Guy says, "and we get them back in the classroom for more experience." During the second semester of the junior year secondary education students take four to eight semester hours of general methods (from the education department) and special methods courses (from their academic department). "The students are taught basic teaching techniques in the general methods courses and learn how to apply them to their own particular discipline in the special methods courses," says Guy. They put these techniques into practice, spending 20 hours in the classroom for each discipline in which they desire certification. Elementary education juniors have longer clinical experience, which takes place during the second semester Self-Teacher Actualization Program (S-TAP). The students spend a total of ten weeks, half-days, in the classroom, teaching grades one to three during the first five-week period, and grades four to six during the second.

Guy maintains that these clinicals serve as a second screening process leading to the next step of the program's admission retention procedure—faculty endorsement for student teaching. Methods course faculty base their student evaluations on four criteria—communication skills, scholarship, human relations, and self-concept—and make recommendations to endorse, endorse with qualifications, or not endorse candidates for student teaching.

Endorsed students spend half a semester student teaching during the senior year, and are observed and assessed by the classroom teacher, an education department supervisor, and a special methods professor from an academic department. The evaluators recommend students for certification based on their classroom performance. In addition to teaching, seniors take a human relations course, and a professional course called Special Issues. "This class introduces students to such factors as community resources, professional associations, negotiations and contracts," says Guy. "It is designed to prepare them for the broader concerns of teaching that will take them beyond their own classroom." *N.M.*

For more information, contact Marilyn J. Guy, Education Department Chairperson, Concordia College, Moorhead, MN 56560 218/299-3910.

Coppin State College

Addressing the Needs of Urban Schools

Collaboration between Coppin State College and Baltimore public schools has its roots in a one-year training program that was offered to black elementary school teachers in the early 1900s. That program grew into Jackson Coppin Normal School (named for an outstanding black teacher), eventually became Coppin State College (CSC), which now awards both education and liberal arts degrees. In 1983 this association was given new strength with the establishment of the Coppin State College/Baltimore City Public Schools Collaborative Teacher Education Project (COTEP).

"COTEP represents an effort by an urban higher education institution and an urban school system to work together to improve the quality of education in an urban school district," says Constance Carter Cooper, dean of graduate studies. COTEP goals include attracting outstanding students to teacher education, improving minority students' scores on standardized tests, and providing development activities for both CSC and Baltimore school instructors.

Teachers in the Baltimore City Public Schools (BCPS) are now identifying students for COTEP's new Teacher Education Fellows program. Fellows will receive full scholarships to partici-

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pate in a five-year program that culminates with a Master of Arts in Teaching. In return, the fellows agree to teach in BCPS for three years. Each year, beginning in fall 1985, a group of 25 to 30 new fellows will enter the program.

The teachers are looking for outstanding students who they believe would be good teachers, reports Cooper. Directed at potential elementary and secondary school teachers, the program will be responsive to the school system's needs. To ensure that fellows will have jobs at graduation, teachers are interested in students who want to teach science, mathematics, language, or reading.

Students will be identified as early as the ninth grade to allow sufficient time to address any academic concerns. CSC is coordinating remedial and enrichment activities for these students. Activities range from workshops on study skills and test taking to summer programs emphasizing the sciences or humanities. They include campus visits and exposure to adult role models and cultural events. The programs are not limited to those interested in teaching; although by helping all students, staff members hope to increase the pool of potential teacher education majors.

Improving Minority Students' Test Scores

A primary concern in these efforts is improving black and other minority students' scores on standardized tests. Fellows must have a minimum 3.0 grade point average and a combined SAT score of 800. In addition, Cooper anticipates that the state of Maryland will soon require a standardized teaching examination for teacher certification. "In the past schools have emphasized basic skills and rote response," says Cooper. "We are now looking at improving students' general knowledge and thinking and problem-solving skills."

Cooper stresses that the new attention to standardized tests is not based on issues of equity or cultural bias. "We have examined the test very closely and believe it requires thinking on general information that anybody ought to know," she says. Thus COTEP will help school teachers and college instructors develop students' skills in six areas: knowledge, comprehension, analysis, synthesis, evaluation, and application.

Upcoming activities include faculty and teacher workshops on identification and correction of student problems and documentation and analysis of test results. Closely tied with these efforts is a redesign of the undergraduate teacher education program. Education and liberal arts faculty are exploring new ways to develop analysis and problem-solving skills, demonstrate how disciplines are related, and connect the reality of classroom teaching with educational research. The new program will be competency based.

"Our population is one that needs teachers, not just access to information," says Cooper. "We are helping teachers and faculty members master a new understanding of different learning styles." As a result instructors will be helping improve prospective teachers' and other students' chances for success, she says. *P.A.B.*

For more information, contact Constance Carter Cooper, Dean, Division of Graduate Studies, Coppin State College, 2500 West North Avenue, Baltimore, MD 21216. 301/383-7410.

Kenyon College

A Dual Degree Approach to Teacher Education

Kenyon College administrators have responded to recent calls for more liberally educated teachers by creating a program that combines undergraduate study with graduate-level teacher education. Prospective teachers will spend their first three years in liberal arts courses, pursue a full year of study at Columbia University Teachers College or Bank Street College of Education, and return to Kenyon for a final year of integrative work. They will receive Bachelor of Arts degrees from Kenyon, Master of Arts or Science in Education degrees from their graduate institution, and New York teacher certification.

Kenyon students will formally begin the fourth year of 5-STEP (Student Teacher Education Program) in fall 1985. Once the program is fully implemented, Director Jane Rutkoff anticipates that approximately 18 students will participate each year. Supported by the Fund for the Improvement of Postsecondary Education, 5-STEP addresses the problem of "how to direct into teaching careers students from colleges where no education programs exist," says Rutkoff. She meets informally with interested students and coordinates on-campus workshops with Teachers College and Bank Street representatives.

Project designers chose Teachers College and bank Street because of their "commitment to the integration of liberal arts content with pedagogy, and special attention to the connections between the practicum and the curriculum," reports Rutkoff. Future elementary and museum education teachers will study at Bank Street, while secondary school majors will attend Teachers College.

Admitting that Kenyon has assiduously escheved professional programs in the past, Rutkoff emphasizes that no education courses will be added to the curriculum under 5-STEP. Sophomores and juniors will get their first taste of teaching in one- or two-week externships during winter and spring vacations. They will be paired with teachers in Kenyon's School-College Articulation Program (SCAP). Under SCAP (described in the April 1983 issue of *Forum*), public and private secondary school instructors teach duplicates of Kenyon courses, for college credit, to upper-level students.

At the graduate institutions, 5-STEP participants will pursue education and disciplinary courses and student teaching assignments. During their fifth year students will complete their liberal arts degrees. In addition, with guidance from both their Kenyon and graduate school advisers, they will conduct independent projects that reflect their undergraduate and teacher education studies. For example, an art history/museum education major might explore the teaching of medieval art.

5-STEP graduates may take one-year residencies at SCAP schools. This optional program offers students a chance to begin teaching in a supportive environment, says Rutkoff.

Rutkoff speculates that some students may feel "out of sync" when they return to Kenyon for their fifth year and realize their class has already graduated. But, she maintains, the benefits of integrating teacher education with undergraduate studies, rather than pursuing teacher education after graduation, outweigh any disadvantages. "Students' work at Kenyon and graduate school will come together in their fifth year," she says. "This integration is ensured by the close communication that will take place between students and undergraduate and graduate advisers during the independent projects." *P.A.B.*

For more information, contact Jane Rutkoff, 5-STEP Director, Kenyon College, Gambier, OH 43022. 614/427-2244, ext. 2597.

University of Maine at Orono

New Program Promotes Teamwork

Since 1981 University of Maine at Orono teacher educators have worked with school teachers, state education officials, and arts and sciences faculty in all stages of the redesign of the Bachelor of Science in Education program. Recognizing the challenging role of the prospective teacher in educating the twenty-first century citizen, they emphasized liberal education, human development, and communication and technological skills in the redesign.

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Essential elements in the new program are student/faculty/teacher groups (the Professional Preparation Team or PPT) and renewed attention to liberal education, reports James A. Rog, chairperson of the Redesign Implementation Team (RIT). His committee's continuing efforts build on the work of the Planning Leadership Team (PLT), the group that translated discussion with interested constituents into a tentative action plan. In fall 1982 the College of Education faculty approved the principles and guidelines proposed for the undergraduate program's redesign.

RIT directed its initial efforts at developing the Professional Preparation Teams' activities. Each PPT includes a professor of education, approximately 25 education majors, and six teachers from the cooperating school district. Students join their teams as freshmen and stay with the same teams and school districts throughout their four years. The college organized two PPTs in fall 1983 and has added three more in fall 1984.

"The greatest outcome of the PPT experience is that students will be more socialized into the role of the teacher," says Rog. "As students take courses in child development and educational psychology, we are designing field experiences to go along with what they are learning in class. Educational psychology (for example) becomes not just a course taken to complete a degree, but something that students will observe, ask questions about, study, and eventually demonstrate their ability to use." Students also will see early application of their content courses.

Freshman and sophomore PPT activities include observation and evaluation of the school setting, teachers' methods, and children's attitudes and behavior. Team members meet in weekly seminars to discuss and synthesize what they have observed. Freshmen also take the year-long The American School, an examination of role and purposes of the elementary and secondary schools and teachers. Sophomore courses include Educational Psychology, Child Development, and the two-semester The Teaching Process.

The PLT report recommended that juniors combine initial teaching experience with continued opportunities to connect theories with teacher role and methods through observation. Seniors will have a semester of student teaching. The report also listed human development and instructional skills that future teachers should acquire, including the ability to develop appropriate learning methods, make education fun and challenging, utilize human development tools and theories, and document and evaluate student progress. In the next few years, the program may become more competency based.

The school and university partnership takes continuing dialog, says Rog. He notes that teachers want to play a stronger role in educating people entering their profession and value participation in seminars and course design. Admitting that the teachers and school districts invest time and energy with the freshmen and sophomores, Rog emphasizes that students will begin to give something back in their last two years. "The schools will have some extra people around to educate their youngsters," he says.

One difficulty has been establishing appropriate incentives for the school teachers. Rather than paying stipends, the college has provided $12,000 for PPTs to use for staff development during the 1984-85 academic year. Teachers also receive adjunct faculty appointments and library privileges.

Liberal Arts and Sciences Courses

Another element in the redesigned program is a recognition of the importance of liberal arts, says Rog. Education majors complete more than 60 percent of their course work in the liberal arts and sciences. The PLT report stated that in teacher education, there is a "complete congruence between personal enhancement and professional preparation" in the study of the liberal arts. Their recommendations included increasing the arts and technological requirements in the College of Education's general education program.

The PLT also recommended two new liberal arts activities: a year-long Great Ideas/Issues seminar and a senior project. The seminar, to be implemented in fall 1985, will examine how different writers, such as Plato, Dante, Pascal, and Dewey, have shaped society's education. Rog anticipates that the course will be taught by both education and arts and science faculty members.

The senior project/paper will be introduced in fall 1986. Currently under development, it may involve a multidisciplinary seminar for PPT members. The goal, according to the PLT report, is "to help prospective teachers integrate the various disciplines and apply these to a significant problem."

In reviewing the redesign's components, Rog is especially pleased with the collaborative arrangements with the schools. "The teachers in the field have produced materials that reflect some of the real culture of practical work in the schools," he says. *P.A.B.*

For more information, contact James A. Rog, Assistant Dean of Professional Services, College of Education, University of Maine, Orono, ME 04469. 702/581-2419.

University of Massachusetts–Amherst

Attracting Math/Science Graduates to Teaching

Responding to the national shortage of qualified mathematics and science teachers, the education faculty at the University of Massachusetts—Amherst created the Math/Science/Technology Education Project (M/S/TEP) in 1983 to attract top graduates in those fields to teaching. In addition to partnerships with 40 area high school systems, the M/S/TEP is also affiliated with the educational division of Digital Equipment Corporation (DEC), which provides internships for the aspiring teachers. Participants in the M/S/TEP earn Master in Education degrees and teacher certification.

"I think the major difference between this program and the regular MAT (Master of Arts in Teaching) is the industry dimension," says Mario D. Fantini, dean of the School of Education. "We have a new ally helping us tell the public and the legislature what is needed to improve teaching in mathematics, science, and technology," he says, noting that corporate support of the importance of teaching may help change national attitudes about the profession.

When the program began, observes M/S/TEP Director Klaus Schultz, "many people thought it would be a risk—that we would never find high caliber graduates who would want to give teaching a serious try." Fears were abated, however, when the academic backgrounds of this year's and last year's M/S/TEP students were assessed, notes Schultz. "In the quantitative and the verbal sections of the GREs, our students scored in the 90th and 80th percentile, respectively," he says. "That belays the popular notion that all teachers and teacher candidates are at the bottom quartile of the applicant pool."

GREs are not the main criteria of evaluation, asserts Schultz. M/S/TEP staff study candidates' transcripts to make sure their undergraduate programs were not "watered down," and require recommendations and statements of personal goals. "We also try to ascertain whether or not a student is committed to teaching as a career," says Schultz. Students passing this first round of evaluation are interviewed by representatives from the university, the school systems, and DEC. Says Schultz, "Each set of interviewers has a different filtering system, but in

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particular, we look to the advice of the school system people who tell us, in their opinion, if a student has the qualifications to be an outstanding teacher."

A 14-month graduate program, the M/S/TEP begins in June, introducing students to teaching with professional courses (such as Instructional Planning and Assessment, and Science/Math Methods), and classroom experiences. "This first summer is a very intensive introduction into teaching, as most of our students have no teaching background," says Schultz. "The majority of our students always wanted to go into teaching, but held back because everybody told them it was not a viable career for a person with intelligence and get-up-and-go." Acting as teaching assistants in a special, accelerated high school program, the students begin teaching their first day in the classroom. They receive support through close relationships with experienced teachers, called "mentors," who meet with them for several hours each day.

School and Industry Internships

The major components of the program, which students complete in one academic year, are two paid internships. Students are divided into two groups and alternately spend half a year teaching at one of the program's participating high school systems, and half a year working in DEC's educational division. Notes Fantini: "Compensation from DEC and the schools is a great incentive." Students also receive computers from DEC; such access to "state-of-the-art" equipment, says Fantini, provides teaching and learning tools which allow students to keep their knowledge up-to-date.

As paid teaching interns, the students take total responsibility for their classes, and must exhibit basic teaching competencies, such as effective organization of lesson plans, grasp of subject matter, and classroom control. A "support teacher" observes their performance and offers encouragement, but unlike the relationship with the summer "mentor," this contact is limited to only once or twice a week, allowing students full autonomy in the classroom, says Schultz.

During their DEC internships, students work on computer-based course development. Assignments are related to each student's particular interests and backgrounds, and include programming, applying disciplinary skills to the solution of an industrial-design problem, participating in evaluation of computer-based course material, and teaching at the DEC training center. Interns also take courses designed to improve their knowledge of computers and their educational applications. Says Schultz: "DEC also contributes personnel who are involved with the teaching and planning of the program. Three DEC staffers are visiting members of our faculty, and team teach a seminar called Tracking the Impact of Computers on Schools and Society."

During their second summer, students complete the remainder of their professional courses and help orient the new group of M/S/TEP participants. However, observes Schultz, the partnership does not end there. "Students make a verbal commitment to stay in teaching for three years, and DEC makes a promise to employ them part-time contingent upon their fulfillment of that commitment," he says. Commenting upon the significance of the university/industry partnership, Fantini notes that throughout the DEC internships, the company constantly reminds students that their major commitment should be to teaching. "They tell our students, in effect: 'As talented as you are, and as tempted as we may be to hire you, your goal is to make an investment in teaching. We are making it—and we want you to make it.'" *N.M.*

For more information contact Klaus Schultz, M/S/TEP Director, or Mario D. Fantini, Dean of the School of Education, University of Massachusetts at Amherst, Amherst, MA 01003. 413/545-0010.

University of New Hampshire

Attention to General and Liberal Education

"The Five-Year Teacher Education Program is a model that tries to find a remedy for all the things that people kept telling us were wrong with our business," says Michael Andrew, director of teacher education at the University of New Hampshire. Developed between 1969 and 1973, the ten-year-old program responds to criticism about the poor quality of teacher education programs and the inferior credentials of new teachers. It allows students to take additional courses in their subject fields and to get a broader general education than was possible under the former program.

In developing the model, the planning group based the program on several philosophical assumptions, including the premise that a strong general education is a prerequisite to good teaching. In response to criticism that education courses cut so deeply into the four-year program that students did not get enough subject matter or general education, they pared professional course work to four general areas of study, four credits each. Students now take more courses in their fields and more electives in the humanities. Formerly, undergraduates in secondary teaching took 28 credits in education; now, most take 12 to 14 prior to the new program's fifth year. Similarly, most undergraduates in elementary education now take 16 to 20 credits rather than as many as the 60 formerly taken. The planners also eliminated the undergraduate education major and certification at the baccalaureate level. Thus, prospective elementary and secondary teachers earn bachelor's degrees outside the field of education.

The program, implemented in 1974, is structured in three phases, beginning normally in the sophomore year. In Exploring Teaching students serve as teaching assistants in at least 65 hours of instruction with experienced teacher supervision. Weekly two-hour seminars on topics such as the classroom teacher's role in helping children with special needs provide special insights into the teaching profession. Classroom teachers, university personnel and each student evaluate the field experience and seminar work as a basis for determining whether the undergraduate should continue in teacher education.

The program's second phase usually begins in the junior year and requires four credits of work in each of four education core areas: educational structure and change, human development and learning, alternative teaching models, and alternative prospectives on the nature of education. Each area offers a variety of minicourses, including experiences in local schools. Prospective elementary teachers are also required to complete two mathematics courses and a course in fundamentals of reading instruction. In the second phase, particularly in the Alternative Perspectives of the Nature of Education minicourses, the faculty emphasizes the philosophy of education as a key area to help prepare teachers to take leadership positions in the schools. Students have an opportunity to analyze the assumptions behind educational decisions and the implications of educational choices. The course area also provides a basis for the development of their own individual philosophy of education and style of teaching.

Master's Degrees Earned in the Fifth Year

The final phase is a year-long, 12-credit, postbaccalaureate internship and an additional one or two summers of graduate work for a master's degree. Students may complete the internship as part of either a Master of Arts in Teaching (MAT) or a Master of Education (MEd). The MAT requires 12 credits from graduate courses outside the Department of Education. The MEd requires 12 graduate credits, beyond the pro-

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fessional requirements, in the department of education. A concluding requirement for the master's is chosen from three options: development of a set of professional theses, followed by an oral examination; a research thesis; or a curriculum project. Both MAT and MEd candidates must complete Exploring Teaching, the four core area requirements, and the internship for certification. About half of the students are certified and begin teaching before completing their master's.

"One of our biggest problems is supporting that extended year of study for good students who want to teach," says Andrew. The additional cost of the fifth year and the possible related loss of good students affects enrollment. Although promised in the planning stages, public school support for paid internships has only patially materialized. Problems in staffing paid internships in one year resulted in budget reductions in the next. Enrollment in the final phase of the program is 70 interns compared to seven that began the program in 1974. Says Andrew, "Students enrolled in Exploring Teaching in the sophomore year average 170 to 200. Roughly 40 percent attrition occurs after the clinical experience, and others drop out later for academic reasons or because a fifth year is too costly. So we end up with less than half of those who started out."

Increases in quality have compensated for decreases in quantity. Students admitted to Phase Three during the first eight years maintained an undergraduate grade point average of 3.1 on a 4.0 scale; the overall university GPA is about 2.8 for graduating seniors. Approximately 40 percent of those admitted to the five-year program have been honor students as undergraduates. "We cannot say that these are education majors because we don't have an undergraduate education major," says Andrew. "They represent a cross-section of majors around the university.

"Most important," Andrew continues, "we are training students who are committed to teaching. In the former four-year teacher education program, nearly 40 percent of program graduates never actively sought teaching jobs upon graduation. Over 90 percent of five-year program graduates seek jobs and virtually all of these are teaching in the year following graduation." In summary, Andrew says that the program produces masters in the content area and future leaders in education. *H.R.S.*

For more information, contact Michael D. Andrew, Director of Teacher Education, Morrill Hall, University of New Hampshire, Durham, NH 03824-3595. 603/862-2310.

University of South Carolina

Program Restores Liberal Arts Focus

The value of the diversity of knowledge imparted by a liberal arts education is the rationale behind the University of South Carolina's (USC) Extended Baccalaureate Degree program for prospective teachers. Initiated in 1983, the extended degree program replaced the university's traditional four-year education major; students interested in teaching now earn liberal arts degrees of 138 to 144 semester hours, including curriculum requirements in pedagogy courses and practicums.

USC's Board of Trustees mandated the change to the extended degree program, reports John D. Mulhern, dean of the College of Education. The board's decision, he adds, reflected the movement of groups of teacher education administrators who, since about 1975, recognized that the Bachelor of Science in education was losing its liberal arts footing. Mulhern observes that while pedagogy courses are desirable and necessary, the liberal arts should not be sacrificed because of them. "In order to become an effective teacher," he says, "a student has to have the basic knowledge and information that is provided by a liberal arts degree." Thus at USC, there are no undergraduate education majors, but rather Bachelor of Arts and Bachelor of Science candidates pursuing teacher certification. Says Mulhern: "We anticipate that we will graduate 250 to 300 such students a year."

Students may be admitted into the teacher education program by the end of their sophomore year, entrance dependent upon performance in liberal arts courses as well as a nine-hour preprofessional core requirement: Human Growth and Development, School and Society, and Educational Psychology. Assessment of students' work in these three classes constitutes an effort to raise program admission standards, says Mulhern. "Students are now observed by their professors in these courses and by teachers whose classrooms they visit to determine whether or not they are suitable for the teaching field," he says. "This kind of professional evaluation of students' potential was something that was notpart of the original teacher education program." Mulhern notes that the College of Education is also in the process of devising a formal list of teaching behaviors or competencies which students will have to exhibit to successfully complete the program.

Liberal Arts and Education Requirements

The extended degree program generally takes students about four-and-a-half years to complete, says Mulhern, because students take 120 semester hours of liberal arts courses as well as their pedagogy courses. Fifty-four hours of general education are required of all students, and include courses in mathematics, science, foreign languages, literature, humanities, and fine arts.

Along with the general education requirements, students interested in secondary school teaching must complete 45 hours in their major field, 27 hours in professional courses, and 12 hours of electives—preferably taken towards acquiring expertise in a second teaching field. Elementary school concentrators must fulfill a 24-hour major, 38 hours of professional education courses, 18 hours in teaching specialties (support courses such as Art in the Elementary School and Physical Education), and 4 hours of electives. Students desiring certification in elementary education may also take a 54-hour interdisciplinary major, divided equally between liberal arts, pedagogy, and support courses. Students who wish to follow this tract must have the approval of a committee of three faculty members, two from the College of Arts and Sciences and one from the College of Education.

Course work is supplemented by field experiences, and students spend approximately 60 percent of their time in the schools. Mulhern maintains that one-half of the students' work is performed in the schools prior to the 60-hour, full-time student teaching semester.

To prepare future teachers to work effectively in the modern classroom, students' practicum experience now incorporate exposure to computers. Mulhern notes that while computer classes are not yet required, all students are encouraged to take them, and a computer requirement may be established as part of the program by fall 1985.

In the same liberal learning vein of the extended degree program, the College of Education offers liberal arts graduates a 45- to 48-hour Master of Arts in Teaching (MAT) degree. Designed for students who have had no background in teaching, the MAT combines intensive pedagogy courses and a semester-long student teaching experience or internship.

Commenting on the liberal arts concentration of USC's teacher education program, Mulhern says "It has had an exhilarating effect across the campus. We in the College of Education have a better relationship with the liberal arts people as a result of the program change. Very often liberal arts faculty would say, 'Oh, teacher education—why would you be interested in that?' Now we have liberal arts professors who are ap-

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proving students for teacher education; they feel part of the education process." *N.M.*

For more information, contact John D. Mulhern, Dean of the College of Education, University of South Carolina, Columbia, SC 29208. 803/777-3828.

The University of Wyoming

Statewide Off-Campus Teacher Education

Anticipating in the late 1970s a future shortage of elementary teachers in Wyoming, University of Wyoming (UW) administrators developed off-campus teacher education programs that spread across the entire state. The need for such far-reaching programs is a result, according to John P. Dolly, dean of the College of Education, of UW's unique situation as the only baccalaureate and graduate degree-granting university in a state of more than 98,000 square miles.

At any one time approximately 400 students are observing or attending practica in the school district in Laramie, where UW is located. Because the city schools cannot absorb additional UW students, the College of Education has developed a program that places seniors in communities across the state for a semester-long student teaching experience. The students are supervised by one of eight off-campus field representatives located throughout Wyoming. The field representatives are faculty members in the College of Education and are responsible for making the arrangements to place the students within the communities. They also must meet with each student teacher approximately once a week, says Dolly.

Students request three sites, in priority, where they would like to student teach. "We do not allow them to request Laramie," Dolly says, "which is used only in such emergencies as a woman who is trying to finish her degree but has three children and simply cannot go off somewhere for a semester. Otherwise, students may select a community with as few as 75 people or as many as 25,000."

Each field representative supervises a maximum of 20 student teachers each semester. "The distance of 150 miles between one student and another is not uncommon," says Dolly. "The field reps put a lot of miles on their cars."

UW's partnership program is an extension of the regular off-campus aspect of student teaching for those students who are placed in Casper or Cheyenne, Wyoming's two largest districts. In the morning, these 40 students take classes in each of the two cities from permanent UW faculty. In the afternoon they student teach. "The partnership program is probably the strongest teacher training model you could create," says Dolly. "In the morning your instructor says, 'Here is what happens,' and within an hour you are out in the school actually using that information in the classroom. I think that's a powerful way to train teachers. But it is expensive and there is a limit to the numbers we can handle."

Fully Off-Campus Program for Place-Bound Students

As a response to projections that there will soon be a shortage of elementary teachers in Wyoming and other less populated Western states, UW developed an off-campus teacher education program designed to provide full training to students within their own communities throughout the state. The off-campus program is reserved only for place-bound students who want to pursue a degree in their community. The average student in this program is 39-years-old, female, married, has two children, and lives in a rural area.

Seven community colleges in the state provide two years of classes that satisfy the general education requirements for all UW students. The community colleges provide classroom space and library and other resources for the place-bound students in the teacher education program. UW faculty members are flown weekly to the seven locations to teach the appropriate courses. Over a four-year period, according to Dolly, a student can complete the remaining course work on a part-time basis.

Says Dolly: "When we started out we estimated that we would lose half of these students the first year. Instead, we have a 90 percent completion rate. With all the testing and screening we have done on these students, they ae providing to be about the best we have ever had in our college. They are highly motivated, no-nonsense students, and they do a super job in the classroom."

In the future, the university may experiment with telecommunications and closed circuit television. In the meantime, says Dolly, "we are able to provide these rural schools with teachers who are going to stay in that community, have a good educational background, and are able to work with those youngsters."

Dolly states that supervision of these students is the most difficult aspect of the off-campus teacher education program. "It's a time-consuming, costly operation," he says. "We keep looking at ways to revise or modify the program, but every suggestion is still time-consuming and costly." The off-campus programs cost UW approximately $40,000 to $50,000 per year, half of which pays for the offices of the eight field representatives and half of which covers the costs of flying faculty around the state each week. However, says Dolly, "I think we are one of the few states where the legislature realizes that if we do not have the travel budget, there are not going to be any teacher education programs out there." *S.H.*

For more information, contact John P. Dolly, Dean, College of Education, The University of Wyoming, Laramie, WY 82071. 307/766-4121.

RESOURCES

Adelman, Clifford, and Reuben, Elaine. *Starting with Students: Notable Programs, Promising Approaches, and Other Improvement Efforts in American Postsecondary Education*, Vol. I. Washington, D.C.: National Commission on Excellence in Education, 1983.

This publication presents descriptions of 117 "exemplary programs at colleges and universities which offer solutions to . . . specific problems, practices, and goals in American postsecondary education." (The authors urge readers to note that these programs were not validated by the commission). Each entry describes the problem addressed by a program, objectives of the program, specific populations for whom the program was developed, program results, and transportable features of the program. Adelman and Reuben cover programs which involve such topics as recruitment, postsecondary honors programs, reconciliation of the liberal arts and career education, scientific and technical literacy for non-science majors, and teacher education. For the teacher education section, the commissioners were particularly interested in efforts to: "1. increase the subject-matter content (i.e. traditional disciplines) of the undergraduate teacher education program; and 2. recruit and select higher quality undergraduate teacher education students."

Adler, Mortimer J. *The Paideia Proposal: An Educational Manifesto*. New York: MacMillan Publishing Co., Inc., 1982.

Adler concedes the importance of such educational essentials as development of common objectives and maintenance of standards, but asserts that the "heart of the matter" in education is the quality of learning that goes on in the classroom and outside of it. He states: "The quality of learning, in turn, depends very largely on the quality

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of teaching—teaching that guides and inspires learning . . . and that directs and motivates learning to be done in homework." The proposal lists three broad educational goals to be achieved: "acquisition of organized knowledge by means of didactic instruction, lectures and textbooks; development of intellectual skills by means of coaching, exercises and supervised practices; and enlarged understanding of ideals and values by means of Maieutic or Socratic questioning and active participation in the discussion of books (not textbooks) . . ." Adler maintains that all children should be instructed in the skills of reading, writing, speaking, listening, calculating, problem-solving, observing, measuring, estimating, and exercising critical judgement. Today's teachers, he argues, are not prepared to teach this sort of curriculum. Aspiring teachers, he says, need to be well-versed in the liberal arts and sciences, with specialized teacher training coming after completion of a general college education.

American Association of Colleges for Teacher Education (AACTE), Suite 610, One Dupont Circle, Washington, DC 20036. 202/293-2450. David G. Imig, Executive Director.

AACTE is the national organization for schools, colleges, and departments that prepares teachers and other school personnel. Founded in 1917, it has 720 institutional members. Activities include

- operation of the ERIC Clearinghouse on Teacher Education—an information collection and dissemination center on pre- and inservice teacher education.
- sponsorship of the National Commission on Excellence in Teacher Education—a project to examine the quality of teacher education in much the same way as the National Commission on Excellence in Education investigated the quality of the nation's schools. In late February 1985 the commission will release a report of its findings and recommendations for college and university presidents, educators, state legislatures, and the federal government. Robert L. Egbert, executive director. C. Peter Mcgrath, commission chairperson.
- serial publications—The *Journal of Teacher Education*, a bimonthly scholarly journal on the teaching profession ($25/year) and *AACTE Briefs*, a monthly newsletter on teacher education policy ($15/year).
- additional publications—*Teacher Education and Liberal Arts Settings: Achievements, Realities and Challenges*, edited by Alan R. Tom and cosponsored with the American Independent Liberal Arts Colleges for Teacher Education (forthcoming, January 1985), and the 1983 *Educating a Profession* pamphlet series: "Profile of a Beginning Teacher" and "Extended Programs for Teacher Education" ($1 prepaid per copy for quantities of 10 or less) and "Competency Assessment" (out of stock). A complete list of publications is available.

Combs, Arthur W. *The Professional Education of Teachers*. Boston. Allyn and Bacon, Inc., 1965.

Combs' book illustrates that concern with the education of this country's educators is now new. Subtitled A Perceptual View of Teacher Preparation, it calls for teacher education programs that reflect changing social needs and up-to-date research on human behavior and learning. Offering a brief overview of teacher education and perceptual psychology, Combs argues that competencies and subject area knowledge are not enough. Teachers must be able to "find meaning in facts," have the capacity for self-growth, and discover the teaching style appropriate for them.

Darling-Hammond, Linda. *Beyond the Commission Reports. The Coming Crisis in Teaching*. Santa Monica, Calif: Rand, 1984.

Darling-Hammond's thesis is that unless major changes are made in the teaching profession, the nation will be faced with widespread shortages of qualified teachers and be forced to hire the least academically able students to fill these vacancies. She analyzes patterns of teacher recruitment and retention and factors affecting the attractiveness of the teaching profession. Her primary recommendation is the need to professionalize teaching, a move that "will require a new career structure in which improved preparation and professionally enforced standards of practice are combined with increased responsibility for technical decisionmaking by those who successfully demonstrate their competence." Available for $4 from the Rand Corporation, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138.

Davies, Gordon K. and Slevin, Kathleen F. "BABEL or Opportunity? Recent Reports on Education." *College Board Review*, no. 130 (Winter 1983-84), p. 18.

The authors welcome the new attention to our education system, calling it the "preferred American indoor sport of the 1980s." Noting that various reports provide different (and sometimes self-serving) perspectives, they urge readers to take advantage of popular concern and "make sense" of all the analyses less they cancel each other out; the first step is defining the federal role in education so that states have a base from which to work. The article includes concise summaries of seven reports, outlining themes, foci, and major recommendations.

Dilworth, Mary E. *Teachers' Totter. A Report on Teacher Certification Issues*. Washington, D.C.: Howard University Institute for the Study of Educational Policy, 1984.

Focusing on various issues surrounding teacher certification, Dilworth provides a historical context in which to examine these concerns, especially as they pertain to black colleges and their graduates. She recounts the history of teacher training and certification and reviews competency tests and their impact. In the concluding chapter, Dilworth summarizes her findings and recommendations; the latter include ensuring that tests reflect the multiethnic corps of teachers, eliminating tests as the sole criterion for entry into the profession, and directing funds at reviews and possible reorganization of teacher education. A bibliography provides additional resources on teacher education and the black student.

Dunbar, Jeffrey B. "Moving to A Five-Year Teacher Preparation Program." *Journal of Teacher Education* 32 (January/February 1981), p. 13-15.

Dunbar describes the five-year teacher education program in operation at Allegheny College since 1964. Students combine liberal arts courses which support their certification area with three professional courses. Fourth year students complete a ten-week practicum. Following graduation students pursue competency-based graduate courses in preparation for their fifth year, their first year of teaching. Summer students complete a curriculum research project and take five graduate courses over a maximum of five years for a master's degree in education.

Educating Americans for the 21st Century: A Plan of Action for Improving Mathematics, Science and Technology Education for All American Elementary and Secondary Students So That Their Achievement Is the Best in the World by 1995. A Report to the American People and the National Science Board. Washington, D.C.: National Science Foundation, National Science Board Commission on Precollege Education in Mathematics, Science and Technology, 1983.

To reach educational supremacy by 1995 in the fields of math, science, and technology, the National Science Board Commission calls for changes in the quality of teaching, standards of achievement, motivation and preparation of children, and course content. To initiate these changes, the commission proposes such strategies as building a strong and lasting national commitment to quality mathematics, science and technology education for all students; providing earlier and increased exposure to these fields; retraining current teachers, retraining excellent teachers, and attracting new teachers of the highest quality and strongest commitment; and establishing exemplary programs—landmarks of excellence—in every community to foster a new standard of academic excellence. Elaborating on these strategies the commission recommends such measures as school/university/business partnerships; federal financing of a national mechanism for measuring student achievement; state development of regional training and resources centers for teachers; and a strong liberal arts background for elementary and secondary math/science teachers—with college training in math and

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the biological and physical sciences, a limited number of effective teacher education courses, and practice teaching under a qualified teacher.

The Educator's Oath, Michigan State University College of Education.

In 1983 the MSU College of Education introduced the Educator's Oath at commencement as a recognition of the professionalism of educators, reports Assistant Dean Philip Cusick. Written by Cusick and Dean Judith Lanier, the oath consists of four elements: dedication to the profession of education and its ideals, dedication to students, a promise to practice what is taught, and a commitment to the goal of equity. It reads, in part, ". . . I embrace the obligations of professional educators to improve the general welfare, to advance human understanding and competence, and to bring honor to the endeavors of teaching and learning . . . I promise to seek and support policies that promote quality in teaching and learning and provide all engaged in education the opportunity to achieve excellence . . . I promise to emulate personally the qualities I wish to foster, and to hold and forever honor a democratic way of life that cannot exist without disciplined, cultivated, and free minds." Copies of the complete oath are available from Assistant Dean Philip Cusick, College of Education, 406 Erickson Hall, Michigan State University, East Lansing, MI 48824-1044. 517/355-1723.

Feistritzer, C. Emily. *The Making Of A Teacher: A Report on Teacher Education and Certification*. Washington, D.C.: National Center for Education Information, 1984.

This report is based on responses to two questionnaires: one to every higher education institution with a teacher education program in order to collect data on teacher education programs for 1983 and 1973; and one to directors of every state office of teacher education and certification in order to gather information on certification and teacher education-related reform measures. Sections cover number of prospective teachers, admission into teacher education, and certification of teachers, among others, and include useful statistics on each. For example, in 1973 approximately 1,172 institutions coordinated teacher education programs while by 1983 this number had risen to 1,287; only four out of ten of these institutions are accredited by the National Council for Accreditation of Teacher Education. Based on such findings, Feistritzer recommends stricter admission standards for teacher education, identification of top teacher education programs, and development of one national professional examination. Available from the National Center for Education Information, 1901 Pennsylvania Ave., N.W., Suite 707, Washington, DC 20006.

Goodlad, John I. *A Place Called School*. New York: McGraw-Hill Book Co., 1984.

This book presents the data collected for "A Study of Schooling in the United States," but, notes Goodlad, "is not a research report as such. It is a discussion of what appears to be the current state of schooling in our country, made real by the illustrative use of data carefully gathered from a small, diverse sample of schools." The author attempts to aid readers in understanding this "place called school," developing agenda for school improvement, and realizing the importance of incorporating with such agenda, data relevant to particular schools. Maintaining that Americans want schools to educate their children in four broad areas—academic, vocational; social, civic, and cultural; and personal—Goodlad recommends that each state articulate a commitment to these educational goals. "Schools must do the educating not consciously done elsewhere in society," says Goodlad. "This includes providing systematic encounters with all the major domains of knowledge, encounters designed to inform, enlighten, and stimulate thought. But schools are not likely to go beyond teaching facts and fundamental skills unless we ask them to."

Murray, John S. "The Extended Program for Teacher Training: A Procedural Critique." *Journal of Teacher Education* 33 (September-October 1982), p. 2-5.

Basing his observations on the development of the University of Kansas five-year teacher education program, Murray argues that extended programs are not addressing the real issues in precollege education: "are teachers currently performing competently and adequately in the classroom; and if not, why not?" The answers to these questions, he says, are different than the response to the question "can a college teach everything a teacher needs to know for a career in the modern classroom in four years?" He concludes that existing problems in the school system, such as low teacher morale, teacher burnout, and school violence, may not be related to the length and quality of teacher preparation and deserve greater analysis before an extended program is considered.

National Commission on Excellence in Education. *A Nation At Risk: The Imperative for Educational Reform*. Washington, D.C.: U.S. Government Printing Office 1983.

Chartered by U.S. Secretary of Education T. H. Bell, the commission examined the quality of teaching and learning in the nation's schools. Its report stressed that the country's "mediocre educational performance" has reduced the United States' competitive edge in the world market. In the area of teaching it called for demonstrated competency in an academic discipline, systematic evaluation of teachers, the development of career ladders for the teaching profession, involvement of master teachers in teacher preparation, and grants to attract high quality students to the profession.

National Education Association. *Excellence in Our Schools, Teacher Education: An Action Plan*. Washington, D.C.: NEA, 1982.

This plan details the teachers' perspective on how best to prepare future teachers. Believing that teacher preparation must serve both the community and the profession, it maintains that both groups must ensure that beginning teachers are well prepared. Preparation should be based on what is known about teaching, have more rigorous criteria for admission and graduation, and practice what is taught in the programs.

National Endowment for the Humanities, Division of Education Programs, Room 302, 1100 Pennsylvania Ave., N.W., Washington, DC 20506. 202/786-0377. Carolynn Reid-Wallace, Assistant Director.

Among the division's programs are several directed at strengthening humanities instruction at the precollege level through preservice and inservice teacher education. The Humanities Instruction in Elementary and Secondary Schools program funds up to 80 percent of the costs of summer institutes for humanities school teachers and administrators and up to 60 percent of the costs of collaborative projects between elementary or secondary school teachers and neighboring colleges or universities. A program directed at preservice teachers funds efforts to "enable new and prospective teachers both to deepen their knowledge of the humanities and to acquire knowledge and skills that will lead to more effective performance in the classroom."

NTE Programs, Educational Testing Service, Princeton, NJ 08541, 609/921-9000. Billie Slaughter.

The NTE programs, an outgrowth of the National Teacher Examination, now include a variety of tests designed to provide "objective, standardized measures of the knowledge and skills developed in academic programs for the preparation of teachers" and such professionals as speech-language pathologists. Used by states, school districts, and colleges and universities, the program includes the Core Battery, which consists of separate examinations on general knowledge, communication skills, and professional knowledge; 27 specialty area examinations which measure knowledge of specific subjects; and the preprofessional skills tests which measure basic proficiency in reading, writing, and mathematics. Information on the number of states which require one or more of these tests for teacher certification is not available.

Phi Delta Kappan.

A publication of Phi Delta Kappa, the professional fraternity in education, this magazine focuses on topics and events of interest to anyone concerned with education. For example, the October 1984 issue is devoted to teaching and teacher education programs. Writers

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argue that recent research-based knowledge on teaching must be integrated into education programs. Articles detail the Gallup Poll of Teachers' Attitudes Toward the Public Schools, including a comparison to a similar poll of the general public, and several five-year teacher education programs. The April 1984 issue included reactions to the recent national education reports. Robert W. Cole, Jr., Editor. *Phi Delta Kappan*, 8th and Union, P.O. Box 789, Bloomington, IN 47402. Subscriptions are $20 per year for 10 issues.

Sizer, Theodore R. *Horace's Compromise: The Dilemma of the American High School*. Boston: Houghton Mifflin Co., 1984.

This book is the first report from "A Study of High Schools," a project cosponsored by the National Association of Secondary School Principals and the Commission on Educational Issues of the National Association of Independent Schools. Recounting observations of high school classrooms and encounters with students and teachers, Sizer points out various problems affecting secondary education—teacher frustration, student apathy and lack of basic skills, absence of class objectives, etc. He advises teachers to avoid sarcasm with students and to make students accountable for part of their education in order that they may take pride in their efforts. Coaching students, he maintains, is an effective means of inculcating skills and problem solving techniques. Sizer notes five imperatives for better schools: "give room to teachers and students to work and learn in their own, appropriate way; insist that students clearly exhibit mastery of school work; get the incentives right, for students and for teachers; focus the students' work on the use of their minds; and keep the structure simple and thus flexible."

Squires, David A., Huitt, William G., and Segars, John K. *Effective Schools and Classrooms: A Research-Based Perspective*. Alexandria, VA: Association for Supervision and Curriculum Development.

The authors use research findings to suggest methods of improving student achievement. They maintain that even students from "low socioeconomic backgrounds" can produce exceptional achievement, and note that three areas have the most potential for affecting student achievement: involvement with academic work, coverage of content over a year period and success on daily assignments and unit tests. Plans for school improvements should be implemented effectively and immediately, and should be regularly monitored and evaluated, according to the authors. They advocate the development of a consensus on discipline and academics between teachers and students to produce sustained high outcomes. "In unusually effective schools, active leadership creates a school climate in which success is expected, academics are emphasized, and the environment is orderly," they conclude.

Study Group on the Condition of Excellence in American Higher Education. *Involvement in Learning: Realizing the Potential of American Higher Education*. Washington, D.C.: National Institute of Education, October 1984.

The first of several reports on undergraduate education today (AAC will release the findings of its three-year study on the baccalaureate degree at its annual meeting on February 11, 1985), *Involvement in Learning* emphasizes the importance of liberal education, calling for at least two full years of liberal arts study for all students, including those in professional programs. Such a proposition, it states, will require extending certain professional programs, including teacher education, beyond the traditional four years. It also advocates treating teacher education as an honors program with rigorous admissions standards and recruiting faculty from the academic disciplines as instructors and supervisors of the future teachers. Available for $4.50 (prepaid) from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Request Stock No. 065-000-00213-2.

Market St., P.O. Box 911, Harrisburg, PA 17108. 717/787-3470. Peggy Stank, Chief, Division of Teacher Education.

Teacher Intern Program, Pennsylvania Department of Education, 333

Since 1972 Pennsylvania has coordinated a teacher intern program for college graduates interested in teaching as a second career. The program's philosophy is that broad knowledge and hands-on experience, combined with essential teaching skills, produce effective teachers. Recognizing that few people can afford to leave a job mid-career to pursue an education degree, the program certifies interns to teach full time, at a beginning teacher's salary, for three years while continuously enrolled in a college or university intern program. Eight colleges and universities currently coordinate programs, with others being planned; programs differ from college to college. The recent concern about educational quality has given new impetus to the program, which has received more than 1,000 inquiries from prospective teachers since installing a toll-free referral number in summer 1984.

Teachers College Record.

The original purpose of Teachers College Record reflected its name: a report of what was going on at the college. First published in 1900, the quarterly has expanded its mission, reaching out to a broader audience. The spring 1983 issue focused on teacher education and competence and included recommendations for the profession. Donna Kerr, for example, calls for the preparation of doctors of teaching, who can serve as head teachers in the schools, a restructuring of work places, and the elimination of undergraduate teacher education. C. A. Bowers, John L. Goodlad, John Davy, and others react to her recommendations. Jonas F. Soltis, Editor. *Teachers College Record*, Columbia University, 525 West 120th St., New York, NY 10027. Individual subscriptions are $20 per year.

U.S. Congress. House. Committee on Labor and Human Resources. *An Act to Amend the Higher Education Act of 1965 to Provide Grants to the States to Establish Postsecondary Education Scholarship Programs to Encourage Outstanding High School Graduates to Enter the Teaching Profession, and to Establish a National Fellowship Program for Talented Teachers*. 98th Cong., 2d sess., 1984. H. Doc. 4477.

This House document explains the creation of the Carl D. Perkins Scholarship Program, which, if passed by the Senate, will make federal funds available to outstanding high school students wishing to pursue a teaching career. Through grants to the states, each Carl D. Perkins Scholar will receive $5,000 for each academic year of post-secondary education in preparation for becoming an elementary or secondary school teacher. Scholarships will be awarded to a maximum of 10,000 individuals during fiscal years 1986 through 1990. Part F of this act describes the establishment of a National Talented Teacher Fellowship Program. Funds will be awarded to two public school teachers who may use the money for such projects for improving public education as: sabbaticals for study, research, travel, or academic improvement; curriculum development; consultation with or assistance to other school districts; development of special, innovative programs; or model teacher programs and staff development." H.R. 4477 passed the House of Representatives on August 8, 1984. As of this writing, it is pending on the Senate calendar.

U.S. Department of Education. *The Nation Responds: Recent Efforts to Improve Education*. Washington, D.C.: Government Printing Office, 1984.

A response to the National Commission on Excellence in Education's 1983 *A Nation at Risk*, this publication presents an overview of the educational reform movement begun in the United States as a result of the report's warnings. *The Nation Responds* provides information on efforts made by local schools, districts, postsecondary institutions, associations, and the private sector to improve teacher education, school/university collaboration, and administrative leadership. It also reviews state initiatives developed to improve educational programs.

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